GALLUP SUMMARY REPORT

Prepared for:
ALBERTA EDUCATION

by:
THE CANADIAN GALLUP POLL LTD.
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INTRODUCTION

This report contains a summary of results obtained from a Gallup Poll study of Alberta adults, 18 years and over, conducted in May, 1984 for Alberta Education.

Data was collected through personal, in-home interviews with 1,054 adults. Copies of the computer print-out are contained in a separate volume. Table references throughout this report refer to these computer tables.

A copy of the standard questionnaire used, sample characteristics, sample design and sampling tolerances are appended to this report.

Because of a slight discrepancy in age and sex, all results in this report are based on a weighted, proportionate sample. The sample base and sub-group size shown in this report are unweighted, actual counts.

EXECUTIVE HIGHLIGHTS:

School Attendance and Contact

1. Of Alberta residents, 18 years of age and over, 15% claim to have a great deal of contact with their local school, while the same proportion have a moderate amount.

2. About one-third have one or more children in the school system currently; while 13% have had a child there within the past ten years. Another 10% expect to enter a child within the next three years.

3. Only 3% of Alberta adults report having a child attending a private school, primarily within the province.

Overall Attitude

4. Given that funding is equal for each type of schooling, two-thirds would recommend a public school to an enquiring parent. Far fewer would recommend a separate school (15%) or a private school (13%).

5. Most Albertans (61%) are satisfied with the job being done by the public schools in their neighbourhood; while 25% are dissatisfied. Satisfaction is greater among those who currently have children in school (76%).

6. Just under half feel that basic public school education today is better than it was in their day. About one-quarter disagree while 23% feel there has been little change.

Cost of Education

7. One-quarter of adult Albertans cannot give an answer to the question of per pupil spending today. But 44% believe the $3000 - $4000 level is about right; while 20% think it's too high and 11% too low.

8. About one-quarter feel that increased spending would result in a better education for children, while another one-quarter think it might. The largest group (44%) feel it would do no good.

9. Given five suggested methods of maintaining education levels, most opted for holding the line on any tax increase (36%). Increased provincial taxes and taking revenue from other government programs each drew the support of 20%; while 15% would reduce teaching staff.

10. In a ratio of over two-to-one, more approve than disapprove user fees for textbooks, lab. fees, extra-curricular activities, and for vocational training material.

Perception of Grade 12

11. Most feel the re-introduction of grade 12 compulsory examinations will result in a better assessment of student achievement (73%), and in students making a greater effort to succeed (74%).

12. Over two-thirds believe diplomas provided to students who take different kinds of programs in senior high school should be different.

13. Overall, Alberta adults are more inclined to think of grade 12 completion as a right accompanied by obligation of the student (45%). But a sizeable group (23%) volunteered grade 12 as a necessity. Few classify it as a luxury or a privilege.

Student Achievement

14. When Albertans are asked to rank four statements covering perceived educational goals, three statements are virtually on a par as of prime importance - 'a standard of values, right from wrong', 'a standard of student achievement academically' and 'the ability to become a productive member of society'. Significantly fewer (14%) rank 'a standard of maturity, emotional, social' in top place.

15. Most Alberta adults feel all five statements on the purposes of education are of importance. Most rate the statement 'associating acquired knowledge with the work world' very important (67%); followed by the statement concerning 'ethical and spiritual values' (60%); and 'the ability to get along with people of varying backgrounds' (56%). Just under half feel the statement regarding 'understanding and responding to changing conditions' is very important (49%); while only 20% feel an 'appreciation of tradition' is very important.

Operation of Private Schools

16. Almost all (93%) feel that parents should have the right to choose the type of school their children attend.

17. All private schools should operate under government license according to 66% of Albertans. But 30% believe they should be independent if they choose.

18. Three-quarters believe parents should be allowed to direct their education tax dollars to the private school of their choice -- 51% if the school is licensed, 26% regardless of licensing.

19. Almost all think private schools should be required to meet prescribed government standards as far as school buildings and facilities (85%), subject matter taught (84%), and teachers' qualifications (90%) are concerned.

20. A majority (57%) feel private schools should be eligible for provincial government funding; 38% do not, while 5% are not sure.

Administration

21. Almost half (49%) would like to see more say given to the local Parent/Teachers Association; while 20% would give more say to the Provincial Department of Education, and 16% to locally-elected school officials.

22. Two-thirds think parents should not have the right to teach their children at home, if there is a public school available to them; while 31% would give this right.

23. While over two-thirds believe that physically handicapped children should be integrated into the elementary schools, only about one-third feel this is the best approach for the mentally handicapped.

Curricula

24. On a fairly consistent basis, slightly more would include specific subjects as core subjects for junior high school than for senior high school students. Exceptions were career planning, work experience, computer literacy and both industrial and business vocational training.

25. Generally speaking, women tended to include subjects as core to a slightly greater extent than men; while those with university training, and with higher incomes tended to include fewer subjects as core.

26. The subjects which would be included as core by over 80% for junior and over 70% for senior high schools are reading, spelling, writing-composition, grammar, computational skills, problem solving skills, and Canadian history. Following fairly closely were personal fitness and preventative alcohol and drug education; plus geography for juniors only.

Background Information

27. Almost half of Alberta adults were born here (47%); while about half (53%) came from outside (mostly coming from other provinces). Almost half of the 'newcomers' have been in the province more than ten years.

But most (85%) of the present population intend to stay. About one-third of the 14% who may leave, plan to go within the next year.

DETAILED SUMMARY

I. SCHOOL ATTENDANCE AND CONTACT

1. Amount of Contact with Schools

Overall, 15% of Alberta residents, aged 18 years and over, claim to have a great deal of contact with their local school, while the same proportion have a moderate amount.

Not surprisingly, school contact is greater among those in their middle years, and among those having children currently attending. It also tends to be greater as educational levels increase and to a lesser extent, as family income increases.

TABLE 1

AMOUNT OF CONTACT WITH SCHOOLS

	NO. OF RESP.	A GREAT DEAL	A MODERATE AMOUNT	NOT VERY MUCH	NONE	CAN'T SAY
Province	(1054)	15%	15	21	49	1
Age:						
18 to 29 years	(363)	10%	9	19	60	2
30 to 49 years	(425)	22%	26	27	25	1
50 years and over	(246)	10%	9	16	65	1
Education:						
Public	(197)	7%	13	22	57	1
High	(631)	14%	14	21	50	2
University	(223)	25%	19	18	38	*
Family Income						
Under $20,000	(255)	12%	10	15	62	2
$20,000 - $29,999	(208)	16%	14	24	47	-
$30,000 - $39,999	(174)	14%	18	23	44	1
$40,000 and over	(238)	16%	20	22	41	2
Children in School System:						
Now	(364)	27%	34	30	8	1
Past 10 years	(139)	11%	11	16	61	1
Next 3 years	(103)	7%	3	23	64	2

*less than 0.5 percent.

(Tables 115-120)

2. School Attendance:

About one-third (32%) of adults, 18 years and over, have one or more children in the school system; 13% have had a child in school within the past ten years; while 10% expect a child to enter the school system within the next three years. Just under half have no child involved (43%) or did not state such involvement (2%).

Although the number of cases is small (72 unweighted), those living in the region north of Edmonton are more likely to have children now in school. And, not surprisingly, those between thirty and forty years of age and those with children aged ten to seventeen more often have a child in the school system.

The other significant difference occurs in family income groups. Those with incomes under $20,000 annually are somewhat less likely to have children in shcool than those with incomes of $20,000 or over.

TABLE 2

SCHOOL ATTENDANCE

	NO. OF CASES	CHILDREN IN SCHOOL NOW	PAST 10 YRS.	NEXT 3 YRS.	NONE	DON'T KNOW
Province	(1054)	32%	13	10	43	2
Region:						
Northern*	(79)	26%	15	13	46	2
North of Edmonton*	(72)	43%	15	14	29	-
Edmonton	(401)	36%	12	11	39	3
Red Deer*	(72)	27%	13	8	48	3
Calgary	(320)	27%	12	7	53	2
Lethbridge	(110)	31%	22	16	32	2
Age:						
18 to 29 years	(363)	12%	1	20	64	5
30 to 49 years	(425)	66%	11	8	14	1
50 years and over	(246)	14%	34	1	50	2
Children in Household:						
Under 10 years	(380)	51%	5	26	17	1
10 to 17 years	(291)	77%	6	1	15	1
None	(480)	4%	21	1	70	3
Family Income:						
Under $20,000	(255)	20%	9	10	58	4
$20,000 & Over	(620)	36%	15	11	38	2

*Caution small case count.

(Tables 19-30)

3. Private School Attendance

Only 3% of Alberta adults report having a child or children attending private school - 2.2% within the province, and 0.5% outside.

Little difference is shown among the sub-groups examined separately. Those who would advise a parent to choose a private school for their children are more apt to have a child attending private school, however.

TABLE 3

PRIVATE SCHOOL ATTENDANCE

		PREFERRED SCHOOL TYPE		
	PROVINCE	PUBLIC	SEPARATE	PRIVATE
No. of Respondents	1054	680	160	136
	100%	100%	100%	100%
Child/Children Attending Private School:				
Yes	3	1	3	7
No	97	99	97	93

(Tables 139-144)

II. OVERALL ATTITUDE TO EDUCATION IN ALBERTA

1. Preferred Type of Schooling

Two-thirds of adult Albertans would recommend a public school to an enquiring parent, given that funding was equal for all types.

Far fewer would recommend a separate school (15%) or a private school (13%); while 8% could not decide.

Slightly more men than women would recommend a public school; while more women express a preference for a private school (16%). A higher proportion of those under thirty years of age prefer a public school (70%), as do those with family incomes below $20,000 (72%).

It is interesting to note that those adults who express satisfaction with the job being done by the Alberta public schools more often prefer a public school (73%) than those dissatisfied (55%). Similarly, those who believe parents should not be allowed to teach children at home (when public school is available) more often favor a public school (69%) than do those who favor home schooling (57%).

(Tables 31-36)

TABLE 4

PREFERRED TYPE OF SCHOOLING

	NO. OF RESPON-DENTS	PUBLIC SCHOOL	SEPARATE SCHOOL	PRIVATE SCHOOL	DON'T KNOW
Province	(1054)	65%	15	13	8
Sex:					
Male	(529)	69%	14	10	7
Female	(525)	60%	16	16	8
Age:					
18 to 29 years	(363)	70%	16	9	5
30 to 49 years	(425)	60%	17	15	8
50 years and over	(246)	65%	11	14	10
Education:					
Public	(197)	72%	13	8	6
High	(631)	67%	15	11	8
University	(223)	54%	17	22	7
Family Income:					
Under $20,000	(255)	72%	11	10	8
$20,000 - $29,999	(208)	67%	16	11	6
$30,000 - $39,999	(174)	59%	19	16	7
$40,000 and over	(238)	63%	18	15	4
Right to Teach at Home:					
Should have	(320)	57%	16	19	9
Should not have	(691)	69%	14	10	7
Attitude to Public School:					
Satisfied	(649)	73%	15	8	5
Dissatisfied	(264)	55%	13	24	8

2. Satisfaction with Job Done by Neighbourhood Schools

In total, 61% of Albertans are satisfied with the job being done by the public schools in their neighbourhood. This includes 10% who are very satisfied. Twenty-five percent claim dissatisfaction, including 5% who are very dissatisfied. One-in-seven (14%) are unable to judge.

Parents of children in the school system claim greater satisfaction with this system than do non-parents.

Those whose own formal education ended in public school are more inclined to be satisfied than are those who attended university. Other groups tending to be less critical are those whose mother tongue is other than English (or French), those living in communities between 1,000 and 10,000 in population and those who claim a preference for private schools.

(Tables 37-47)

TABLE 5

SATISFACTION WITH JOB DONE BY NEIGHBOURHOOD SCHOOLS

	NO. OF RESPON-DENTS	SATIS-FIED	DISSAT-ISFIED	CAN'T SAY
Province	(1054)	61%	25	14
Education:				
Public	(197)	69%	15	15
High	(631)	59%	26	15
University	(223)	60%	30	10
Mother Tongue:				
English	(850)	59%	27	14
French*	(43)	67%	26	7
Other	(160)	70%	16	15
Community Size:				
Over 100,000	(561)	56%	27	17
10,000 - 100,000	(130)	62%	22	16
1,000 - 10,000	(130)	75%	15	10
Rural	(233)	65%	28	7
Children in Household:				
Under 10 years	(380)	67%	19	14
10 to 17 years	(291)	72%	26	2
No children	(480)	54%	28	18
Presently Have Children in School System:				
Yes	(364)	76%	21	4
No	(690)	55%	27	18
Amount of School Contact:				
Great deal	(162)	71%	26	4
Moderate amount	(164)	67%	29	4
Not much	(220)	75%	22	3
None	(494)	51%	26	24
Preferred School Type:				
Public school	(680)	69%	21	10
Separate school	(160)	60%	22	18
Private school	(136)	37%	47	17

*Small case count.

3. Satisfaction with Own Education in Public/Grade School

There appears to be a tendency to look back nostalgically on one's own time in public school. Here is the overall comparison with current public school performance, and that in one's own day:

TABLE 6

RATING OF EDUCATION TODAY VS ONE'S OWN

	CURRENT	ONE'S OWN
No. of Respondents	1054	1054
	100%	100%
Public School Performance:		
Very satisfied	10%	19%
Satisfied	52	62
Dissatisfied	20	13
Very dissatisfied	5	3
Can't say	14	3

It is interesting to note, however, that those who are currently satisfied with today's education are more likely to claim satisfaction with one's own schooling (86%) than are those dissatisfied currently (74%).

(Tables 43-48)

4. Comparison of Education Today with that Offered in One's Own Day

Just under half of Albertans (44%) feel that basic public school education today is better than it was in their day. About one-quarter (27%) disagree while 23% feel there has been little change.

Only 25% of those who are dissatisfied with today's education feel it is better than they received, compared with 55% of those currently satisfied. Opinion is almost equally split among those who prefer a private to a public or separate school education, with 37% claiming today's educational system is better and 40% worse than their own.

Those who were not born in Alberta are slightly more critical on this issue; but those who have children in the system are more inclined to feel it is better than in their day.

There is a slight tendency for older people, and those with university training to be negative on this comparison.

(Tables 49-54)

TABLE 7

COMPARISON OF EDUCATION TODAY WITH ONE'S OWN

	NO. OF RESPON-DENTS	BETTER THAN MINE	ABOUT SAME	WORSE THAN MINE	CAN'T SAY
Province	(1054)	44%	23	27	6
Age:					
18 to 29 years	(363)	41%	35	16	8
30 to 49 years	(425)	49%	16	31	5
50 years and over	(246)	45%	13	36	5
Education:					
Public	(197)	47%	22	22	9
High	(631)	46%	22	27	6
University	(223)	39%	26	32	4
Alberta Residency:					
Under 5 years	(128)	41%	23	29	7
5 years or more	(437)	39%	21	32	8
Always	(489)	50%	24	22	4
Presently Have Children in School System:					
Yes	(364)	57%	17	24	2
No	(690)	39%	25	28	8
Attitude to Public Schools:					
Satisfied	(649)	55%	25	16	4
Dissatisfied	(264)	25%	16	56	3
Preferred School Type:					
Public school	(680)	48%	23	23	7
Separate school	(160)	46%	21	28	4
Private school	(136)	37%	17	40	6

III. COST OF EDUCATION

1. Is Current Spending Too High?

One-quarter of adult Albertans cannot give an answer to the question of per pupil spending today. But 44% believe that the $3,000 to $4,000 level is about right; while 20% feel it's too high and 11% too low.

Residents in the Lethbridge district more often criticize spending as "too high".

Those in the lower education and income groups are more likely to feel that spending is too high. And those who currently have a child in school are slightly less likely than those who do not, to feel that spending is too high.

Those currently dissatisfied with the public school system more often feel the current level of spending is too high than do those currently satisfied.

Albertans who have a great deal of contact with their local schools and those who have a preference for private schools are the two groups most likely to say current spending is too low.

(Tables 61-66)

TABLE 8

EVALUATION OF PRESENT PER PUPIL COST

($3,000 - $4,000 per year)

	NO. OF RESPON-DENTS	TOO HIGH	TOO LOW	ABOUT RIGHT	CAN'T SAY
Province	(1054)	20%	11	44	25
Education:					
Public	(197)	32%	9	39	20
High	(631)	19%	10	45	27
University	(223)	12%	19	45	24
Family Income:					
Under $20,000	(255)	28%	10	39	23
$20,000 - $29,999	(208)	18%	14	44	24
$30,000 - $39,999	(174)	19%	13	49	19
$40,000 and over	(238)	10%	13	51	26
Presently Have Children In School System:					
Yes	(364)	16%	12	47	25
No	(690)	22%	11	42	25
Attitude to Public School:					
Satisfied	(649)	17%	13	49	21
Dissatisfied	(264)	28%	9	38	25
Amount of School Contact:					
Great deal	(162)	17%	21	42	21
Moderate amount	(164)	15%	13	51	21
Not much	(220)	15%	11	50	24
None	(494)	24%	9	40	28
Preferred School Type:					
Public school	(680)	20%	10	47	23
Separate school	(160)	21%	14	40	25
Private school	(136)	23%	20	35	22

2. Would Increased Provincial Funding Necessarily Result in Better Education for Children?

About one-quarter of adult Albertans feel that increased spending would result in better educations for children, while another one-quarter think it might. The largest group (44%) feel it would do no good.

Those who are currently between 18 and 29 years of age, and those who are in the lower educational and income groups are slightly more inclined to believe increased spending would help.

It is interesting to note that those currently dissatisfied with the present education system are far more likely to believe that increased spending would not result in a better system.

(Tables 55-60)

TABLE 9

ATTITUDE TOWARD INCREASED PROVINCIAL FUNDING

BETTER EDUCATION FOR CHILDREN?

	NO. OF RESPON-DENTS	YES WOULD	YES MAYBE	NO WOULD NOT	CAN'T SAY
Province	(1054)	24	25	44	6
Age:					
18 to 29 years	(363)	29%	28	36	7
30 to 49 years	(425)	22	26	49	3
50 years and over	(246)	20%	22	49	10
Education:					
Public	(197)	28%	25	40	8
High	(631)	25%	25	43	7
University	(223)	18%	28	50	3
Family Income:					
Under $20,000	(255)	30%	25	36	9
$20,000 - $29,999	(208)	26%	30	38	7
$30,000 - $39,999	(174)	23%	26	46	5
$40,000 and over	(238)	22%	21	54	3
Attitude to Public Schools:					
Satisfied	(649)	29%	27	39	5
Dissatisfied	(264)	17%	22	59	2

3. Best Alternative to Maintain Education Levels

When asked which, of five alternative methods suggested, was the best way to maintain education levels, in view of the current economic recession, an aging population, the decline in school enrollment and the rising cost of education, most (36%) opted for holding the line on any tax increase. This was followed by increased provincial taxes (20%), taking revenue from other government programs (20%), and reducing teaching staff (15%). Few favoured an increase in local taxes (9%), or could volunteer some other alternative (8%).

Among all but one sub-group examined separately, holding the line on any tax increase was the solution most often given. The exception was that group claiming a great deal of contact with their local school. These aware people most often preferred a provincial tax increase (31%) over holding the line (26%).

Those adults under thirty years were somewhat more likely - after their initial choice - to favour taking revenue from other programs. Older adults more often would reduce teaching staff or increase provincial taxes.

While the greatest proportion of those in the upper education and income groups preferred "holding the line" this was less dominant here, with slightly more in favour of increased provincial and local taxes.

(Tables 85-90)

TABLE 10

BEST ALTERNATIVE TO MAINTAIN EDUCATION LEVELS

	NO. OF RESPONDENTS	HOLD LINE ON TAX INCREASE	INCREASE PROVINCIAL TAXES	TAKE REVENUE FROM OTHER PROGRAMS	REDUCE TEACHING STAFF	INCREASE LOCAL TAXES	OTHER ALTERNATIVES	CAN'T SAY
Province	(1054)	36%	20	20	15	9	8	2
Age:								
18 to 29 years	(363)	35%	17	26	10	9	6	3
30 to 49 years	(425)	34%	20	21	14	11	9	2
50 years and over	(246)	40%	24	8	21	7	9	2
Education:								
Public	(197)	41%	16	20	16	6	6	2
High	(631)	37%	20	18	14	8	7	3
University	(223)	27%	23	23	15	15	12	2
Family Income:								
Under $20,000	(255)	41%	22	17	14	9	5	2
$20,000 - $29,999	(208)	38%	19	21	12	10	7	3
$30,000 - $39,999	(174)	38%	18	20	14	7	11	2
$40,000 and over	(238)	29%	27	21	16	12	8	1
Amount of School Contact:								
Great deal	(162)	26%	31	20	18	13	6	2
Moderate amount	(164)	32%	20	22	15	11	13	1
Not much	(220)	36%	18	21	16	8	8	2
None	(494)	41%	17	19	13	8	7	3

4. Attitude Towards User Fees

In a ratio of over two-to-one, more approve than disapprove user fees.

Here is an overall summary:

TABLE 11

ATTITUDE TOWARD USER FEES FOR:

	TEXTBOOKS, LAB. FEES, ETC.	EXTRA-CURRICULAR ACTIVITIES	VOCATIONAL TRAINING MATERIAL ETC.
No. of Respondents	1054	1054	1054
	100%	100%	100%
Approve	65%	67%	66%
Disapprove	29	28	27
Can't say	6	6	7

When asked to suggest the best method of financing such services, if user fees are not charged, there was little consensus. The largest group suggested increased provincial taxes (29%); while 18% opted for a reduction in such services and 15% for an increase in local taxes. About one-fifth (21%) volunteered other suggestions - ranging from a better use of funds, cutting back on other expenditures, use of the Heritage Fund, taking from other government programs, fund-raising events by students, maintaining user fees, etc.

(Tables 91-114)

IV. PERCEPTIONS OF GRADE 12

1. Perceived Results of Re-Introduction of Grade 12 Exams

a. Assessment of Student Achievement

Most (73%) feel that the re-introduction of grade 12 compulsory examinations will result in a better assessment of student achievement. Only 22% disagree, while 5% are unsure.

Agreement increases with age with 62% of those under thirty and 82% of those fifty and over feeling student achievement will be better assessed.

Those who feel that schooling should result in "academic achievement" are more likely to think Grade 12 exams can assess this, than are those who believe more strongly in other educational standards.

TABLE 12

ASSESSMENT OF STUDENT ACHIEVEMENT

	NO. OF RESPON-DENTS	GRADE 12 EXAMS WILL ALLOW: YES, BETTER ASSESSMENT	NO, WILL NOT	CAN'T SAY
Province	(1054)	73%	22	5
Age:				
18 to 29 years	(363)	62%	35	3
30 to 49 years	(425)	78%	17	4
50 years and over	(246)	82%	11	7
Most Important School Legacy:				
Standard of achievement (academic)	(292)	82%	16	2
Standard of values - -right from wrong	(318)	71%	24	5
Standard of maturity -emotional, social	(147)	68%	29	3
Productive member of society	(292)	71%	23	6

b. Students Making Greater Effort to Succeed

Almost three-quarters (74%) of Albertans feel that the re-introduction of grade 12 compulsory examinations will result in students making a greater effort to succeed. This compares with 20% who believe it will not and with 6% who can't say.

This belief is more strongly held by older than by younger adults; and is particularly strong among those who have had - but do not now have - children in the school system.

TABLE 13

STUDENTS MAKING GREATER EFFORT TO SUCCEED

	NO. OF RESPON-DENTS	GRADE 12 EXAMS WILL RESULT IN GREATER STUDENT EFFORT		
		YES	NO	CAN'T SAY
Province	(1054)	74%	20	6
Age:				
18 to 29 years	(363)	67%	29	4
30 to 49 years	(425)	76%	17	7
50 and over	(246)	80%	12	8
Children in School System:				
Now	(364)	74%	18	8
Past 10 years	(139)	91%	7	2
Next 3 years	(103)	67%	27	6

(Tables 67-78)

2. Senior High School Diplomas

Over two-thirds of Albertans (68%) believe diplomas provided to students who take different kinds of programs in senior high school should be different. About one-quarter (26%) would issue the same type of diploma, while 6% are unsure.

While all sub-groups examined separately favour different kinds of diplomas, older Albertans, those with the least formal education, and those with the lowest family incomes are less inclined to hold this view.

TABLE 14

DIPLOMAS PROVIDED FOR SENIOR HIGH SCHOOL STUDENTS TAKING DIFFERENT PROGRAMS

	NO. OF RESPON-DENTS	SHOULD DIFFER	SHOULD BE SAME	CAN'T SAY
Province	(1054)	68%	26	6
Age:				
18 to 29 years	(363)	72%	24	4
30 to 49 years	(425)	69%	26	5
50 years and over	(246)	63%	28	10
Education:				
Public	(197)	56%	37	8
High	(631)	69%	26	6
University	(223)	79%	15	6
Family Income:				
Under $20,000	(255)	63%	29	8
$20,000 - $29,999	(208)	68%	28	5
$30,000 - $39,999	(174)	73%	23	4
$40,000 and over	(238)	73%	20	7

(Tables 79-84)

3. Perceived Status of Grade 12 Completion

Overall, Alberta adults are more inclined to think of grade 12 completion as a right accompanied by obligation of the student (45%). But a sizeable group (23%) volunteer that grade 12 is a necessity; while almost as many (20%) classify it as either a luxury or a privilege. Relatively few view it as an unqualified right (9%).

Those living in the Northern (35%) or the North of Edmonton Region (32%) are somewhat more inclined to look on grade 12 completion as either a luxury or a privilege; as do those whose formal education ended with public school (28%).

But almost as many of those with family incomes below $20,000 volunteer grade 12 completion as a necessity (30%) as a right with obligation (39%).

(Tables 241-246)

TABLE 15

PERCEIVED STATUS OF GRADE 12 COMPLETION

	NO. OF RESPONDENTS	A RIGHT WITH OBLIGATION	A NECESSITY	A PRIVILEGE/ LUXURY	AN UNQUALIFIED RIGHT	CAN'T SAY
Province	(1054)	45%	23	20	9	3
Region:						
Northern*	(79)	41%	13	35	9	3
North of Edmonton*	(72)	28%	28	32	9	3
Edmonton	(401)	45%	24	15	13	3
Red Deer*	(72)	53%	28	14	4	1
Calgary	(320)	50%	18	22	7	3
Lethbridge	(110)	43%	32	19	5	2
Education:						
Public	(197)	35%	22	28	11	4
High	(631)	45%	25	19	9	2
University	(223)	58%	17	14	9	3
Family Income:						
Under $20,000	(255)	39%	30	16	13	3
$20,000 - $29,999	(208)	42%	23	24	9	3
$30,000 - $39,999	(174)	51%	17	23	8	2
$40,000 and over	(238)	53%	21	17	6	3

V. STUDENT ACHIEVEMENT

1. Most Important Standards of Student Achievement

When Albertans were asked to rank four statements covering perceived educational goals, three statements were virtually on par as of prime importance overall - "a standard of values; right from wrong" (30%); "a standard of student achievement, academically" (28%); and "the ability to become a productive member of society" (28%). Significantly fewer (14%) ranked "a standard of maturity, emotional, social" in top place.

The above ranking was, however, maintained throughout second choice. But "a standard of maturity" replaced "the ability to become a productive member of society" when three selections were made.

TABLE 16

IMPORTANT STANDARDS OF STUDENT ACHIEVEMENT

	OF PRIME IMPORTANCE	1ST OR 2ND IMPORTANCE	1ST, 2ND, OR 3RD IN IMPORTANCE
No. of Respondents	1054 100%	1054 100%	1054 100%
A standard of values, right from wrong	30%	62%	82%
A standard of student achievement, academically	28	53	75
The ability to become a productive member of society	28	43	63
A standard of maturity, emotional, social	14	40	70
Can't say	*	*	*

*Less than 0.5 percent.

Those Albertans living in Edmonton and Calgary (cities over 100,000 in population) give prime importance to academic achievement over "right and wrong" values; but when the top three measures are combined, both these regions reflect provincial results.

On first choice, the residents of the Red Deer Region are more concerned with students becoming more productive members of society; but again when first three choices are combined, there is little difference in attitude from the overall provincial response.

Primary concern with right and wrong values decreases with age, while concern with becoming a productive member of society, and with academic achievement, increases with age.

Those with university training appear less concerned with right and wrong values, more concerned with academic achievement.

Overall, however, when 3 choices are made there is a healthy concern in all groups for each of the standards of student achievement.

(Tables 121-138)

TABLE 17

MOST IMPORTANT STANDARDS OF STUDENT ACHIEVEMENT**

	NO. OF RESPONDENTS	RIGHT/WRONG VALUES	ACADEMIC ACHIEVEMENT	PRODUCTIVE MEMBER OF SOCIETY	STANDARD OF MATURITY
Province	(1054)	30% (82)	28 (75)	28 (63)	14 (70)
Region:					
Northern*	(79)	39% (87)	24 (84)	29 (73)	8 (56)
North of Edmonton*	(72)	36% (82)	22 (70)	34 (79)	8 (69)
Edmonton	(401)	30% (84)	33 (77)	27 (65)	10 (69)
Red Deer*	(72)	30% (82)	13 (66)	40 (66)	16 (72)
Calgary	(320)	25% (79)	31 (75)	27 (63)	17 (68)
Lethbridge	(110)	41% (86)	17 (66)	17 (43)	25 (88)
Age:					
18 to 29 years	(363)	37% (84)	26 (76)	23 (60)	14 (72)
30 to 49 years	(425)	28% (79)	27 (75)	28 (60)	16 (74)
50 years and over	(246)	26% (86)	31 (72)	34 (73)	8 (61)
Education:					
Public	(197)	36% (87)	23 (75)	33 (66)	8 (67)
High	(631)	32% (83)	27 (75)	25 (60)	15 (72)
University	(223)	20% (77)	33 (75)	30 (70)	16 (66)
Community Size:					
Over 100,000	(561)	25% (81)	34 (77)	29 (67)	13 (67)
10,000 - 100,000	(130)	43% (84)	20 (71)	28 (63)	10 (75)
1,000 - 10,000	(130)	31% (83)	27 (73)	26 (64)	13 (68)
Rural	(233)	38% (86)	18 (73)	26 (54)	19 (74)

*Small sample sizes

**The unbracketed percentages show the statement felt to be of prime importance. Bracketed figures are those of 1st, 2nd or 3rd importance.

NOTE: The above table does not include the "Can't say" response which was less than 0.5 percent provincially.

2. Importance Attached to Specific Stated Purposes of Education

As the following table shows, importance was attached to each of the five statements shown to Alberta adults, but the statement associating acquired knowledge with the work world was most often felt to be very important, by 67% of respondents.

The statement concerning ethical and spiritual values was in second place, with 60% of all Albertans feeling it is a very important purpose of education. The ability to get along with people of varing backgrounds (56%) and to understand and respond to changing conditions (49%) followed.

The statement centering on an appreciation of tradition was the only one that drew a significant number of "unimportant" responses (20% in total for "unimportant" and "very unimportant"). Positive response greatly outnumbered negative, however, with 20% feeling it was "very important" and 59% "important".

TABLE 18

IMPORTANCE OF SPECIFIC STATED PURPOSES OF EDUCATION

(Based on 1,054 Respondents)

	VERY IMPORTANT	IMPORTANT	UN-IMPORTANT	VERY UN-IMPORTANT	CAN'T SAY
To acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work	67%	31	1	1	1
To develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms	60%	33	4	1	1
To develop the ability to get along with people of varying backgrounds, beliefs and lifestyles	56%	39	4	1	1
To develop the ability to understand and respond to change as it occurs in their personal life and in society	49%	46	3	1	1
To develop an appreciation of tradition as it occurs in their personal life and in society	20%	59	17	3	1

Slightly more of those in the higher income group (75%) than of those with incomes under $20,000 (60%) feel acquiring knowledge for use in the work world is very important.

The proportion who feel that development of ethical and spiritual values is very important is higher among those who would recommend a private (73%) or a separate (66%) school than a public school (56%).

The ability to get along with varying types of people is felt to be very important by 61% of women, compared with 51% of men. And those living in towns and villages under 10,000 in population are less likely to attach great importance to this purpose (41%); but newcomers (in past five years) to Alberta more often feel getting along with people is very important (72%).

Developing the ability to understand and respond to change is rated very important by more professional and executive people (54%) than by those in skilled or unskilled labour (43%).

An appreciation of tradition is stronger among older Albertans, but tends to drop off with income and with education.

(Tables 253-282)

VI. OPERATION OF PRIVATE SCHOOLS

1. Why Private School Attendance?

As stated earlier (section I-3), only 3% of adult Albertans report having a child or children attending a private school - 2.2% within the province, and 0.5% outside.

Those who would advise a parent to choose a private school for their children more often (7%) have a child in a private shcool.

When asked why they had chosen a private school, response (among the 28 parents) was fairly equally split between academic instruction, discipline, religious reasons and the greater attention paid to individual students.

(Tables 145-150)

2. Parents' Right to Choose Type of School Attended

Almost all (93%) felt that parents should have the right to choose the type of school their children attend. Only 6% did not, while 1% could not say.

Although the proportion who would deny parents this right is low in all sub-groups, it is somewhat higher among those fifty years of age or over (13%) and among those whose children had attended school in the past ten years (12%).

(Tables 151-156)

3. Government License or Independence for Private Schools

Two-thirds of all Albertan adults (66%) feel that all private schools should operate under government license. Three-in-ten believe private schools should be independent if they choose; while 4% are unsure.

While a majority in each of the sub-groups examined separately favour government licensing, the proportion increases with age and is particularly high among those who feel parents should not have the right to teach their children at home.

It is interesting to note that even those people who would recommend a private school to enquiring parents more often favour government licensing to independence for private schools.

(Tables 157-162)

TABLE 19

SHOULD ALL PRIVATE SCHOOLS OPERATE UNDER GOVERNMENT LICENSE OR INDEPENDENT

	NO. OF RESPONDENT	GOVERN-MENT LICENSE	IN-DEPENDENT	CAN'T SAY
Province	(1054)	66%	30	4
Age:				
18 to 29 years	(363)	61%	35	3
30 to 49 years	(425)	67%	30	3
50 years and over	(246)	71%	25	4
Right to Teach at Home:				
Should have	(320)	52%	46	2
Should not have	(691)	72%	24	4
Preferred School Type:				
Public school	(680)	67%	30	3
Separate school	(160)	65%	33	3
Private school	(136)	60%	38	2

4. Direction of Educational Tax Dollars to Private Schools

When adult Albertans were asked if parents should be allowed to direct their education tax dollars to the private school of their choice, over three-quarters approved - mostly with the qualification that the private school be licensed (51%), however. One-in-five believe this should not be allowed.

Those Albertans living in the Calgary or the Lethbridge areas are more likely to oppose education tax dollars being directed to a private school.

Opposition is slightly greater among men than women; and increases with both age and education. Those living in households with annual incomes of $40,000 or more are somewhat more inclined to oppose such a direction of education tax dollars.

Both those who believe a parent should and should not have the right to teach children at home (if a public school is available) have about the same proportion in opposition, but those who would allow home teaching are more likely to give an unqualified yes response.

Opposition to such an idea is greater among those who would recommend parents send children to public schools, than among those recommending separate schools, or particularly those favouring private schools.

(Tables 163-168)

TABLE 20

RIGHT TO DIRECT EDUCATION TAX DOLLARS TO PRIVATE SCHOOLS

	NO. OF RESPON-DENTS	UN-QUALIFIED YES	YES, IF SCHOOL IS LICENSED	NO SHOULD NOT	CAN'T SAY
Province	(1054)	26%	51	20	3
Region:					
Northern*	(79)	24%	58	14	4
North of Edmonton*	(72)	20%	61	16	3
Edmonton	(401)	29%	51	19	2
Red Deer*	(72)	31%	55	14	1
Calgary	(320)	24%	48	24	5
Lethbridge	(110)	23%	48	25	5
Sex:					
Male	(529)	23%	50	24	3
Female	(525)	29%	52	16	3
Age:					
18 to 29 years	(363)	31%	52	14	3
30 to 49 years	(425)	27%	50	21	2
50 years and over	(246)	18%	51	27	4
Education:					
Public	(197)	31%	50	16	3
High	(631)	25%	51	20	4
University	(223)	24%	50	24	2
Family Income:					
Under $20,000	(255)	31%	47	18	4
$20,000 - $29,999	(208)	27%	54	16	3
$30,000 - $39,999	(174)	22%	59	17	1
$40,000 and over	(238)	26%	48	25	2
Right to Teach at Home:					
Should have	(320)	36%	41	21	2
Should not have	(691)	21%	56	20	3
Preferred School Type:					
Public school	(680)	25%	49	24	3
Separate school	(160)	27%	56	16	1
Private school	(136)	33%	55	8	3

* small case count.

5. Prescribed Government Standards for Private Schools

When Albertans were asked if they felt private schools should be required to meet prescribed government standards as far as school buildings and facilities (85%), on the curriculum or subject matters taught (84%), and in regard to teachers qualifications (90%), large majorities were in favour.

Here is a provincial summary:

TABLE 21

PRIVATE SCHOOLS MEET PRESCRIBED GOVERNMENT STANDARDS

	GOVERNMENT STANDARDS IN RELATION TO:		
	TEACHERS' QUALI-FICATIONS	SCHOOL BUILDING FACILITIES	SUBJECT MATTER TAUGHT
No. of Respondents	1054 100%	1054 100%	1054 100%
Should meet standards:			
Yes	90%	85%	84%
No	8	12	14
Can't say	2	3	3

Opposition to these requirements tended to be somewhat - though not seriously - higher among those who would recommend a private school to parents, and among those who believe a parent should be able to teach a child at home, even if a public school is available.

(Tables 181-198)

6. Eligibility of Private Schools for Provincial Government Funding

A majority (57%) feel that private schools should be eligible for provincial funding. Almost 2-in-5 (38%) do not, however; while 5% are not able to say.

Among all sub-groups analyzed, at least half in each group believe private schools should get government funding.

Young adults are more inclined to approve private school funding (61%) than are those who have reached their fiftieth birthday (50%).

Not surprisingly, those who would recommend a private school education (72%) or a separate school education (69%) are more positive than those who favour a public school education (53%).

(Tables 169-180)

VII. ADMINISTRATION

1. Group Influence Within Education System

When asked which group they would like to see have more say within the educational system, almost half (49%) named the local Parent Teachers Association. Less than half that proportion would like more say by the Provincial Department of Education (20%), or by locally-elected school officials (16%). Only 10% felt the present distribution of influence was about right.

More in each of the sub-groups examined separately favoured more influence for their local Parent Teachers Association. But slightly more men than women would increase the influence exerted by the Provincial Department of Education; and favour for this department's influence tended to increase with age and with education.

Those Albertans who expressed dissatisfaction with the present public school system were more likely to favour increased influence for the local Parent Teachers Association.

(Tables 205-210)

TABLE 22

GROUP INFLUENCE WITHIN EDUCATION SYSTEM

	NO. OF RESPON-DENTS	GIVE GREATER INFLUENCE TO: LOCAL PARENT TEACHERS ASSOC.	PROV. DEPT. OF EDUCATION	LOCALLY ELECTED SCHOOL OFFICIALS	NO CHANGE	CAN'T SAY
Province	(1054)	49%	20	16	10	5
Sex:						
Male	(529)	43%	24	18	10	5
Female	(525)	55%	17	14	10	6
Age:						
18 to 29 years	(363)	57%	13	16	9	5
30 to 49 years	(425)	45%	25	16	11	4
50 years and over	(246)	41%	26	15	11	8
Education:						
Public	(197)	46%	22	14	14	6
High	(631)	52%	17	16	10	6
University	(223)	41%	28	19	8	4
Attitude to Public School:						
Satisfied	(649)	46%	20	19	12	3
Dissatisfied	(264)	56%	21	10	8	5

2. Right to Teach Children at Home

Two-thirds of Albertans felt that parents should not have the right to teach their children at home, if there was a public school available to them. Thirty-one percent would give this right; while 4% could not say.

Younger adults, under thirty years of age are more likely to feel home teaching should be permitted. Similarly, those who are dissatisfied with the present public school system, and those who tend to favour private schools are more in agreement with home teaching.

(Tables 199-204)

TABLE 23

RIGHT TO TEACH CHILDREN AT HOME

	NO. OF RESPON-DENTS	YES SHOULD HAVE RIGHT	NO SHOULD NOT	CAN'T SAY
Province	(1054)	31%	65	4
Age:				
18 to 29 years	(363)	36%	60	4
30 to 49 years	(425)	30%	66	4
50 years and over	(246)	24%	72	5
Preferred School Type:				
Public school	(680)	27%	70	3
Separate school	(160)	32%	60	8
Private school	(136)	45%	53	2
Attitude to Public School:				
Satisfied	(649)	28%	69	3
Dissatisfied	(264)	39%	58	3

3. Schools for Handicapped Children:

While over two-thirds of adults believe that physically handicapped children should be integrated into the elementary schools of this province, only about one-third feel this is the best approach for the mentally handicapped:

	PHYSICALLY HANDICAPPED	MENTALLY HANDICAPPED
Integrated Schools	69%	35%
Special Schools	24	54
Can't say	8	11

Those Albertans living in the Lethbridge region are more likely to prefer an integrated school for both the physically and the mentally handicapped children.

While men and women are both inclined to support integrated schools for the physically handicapped, women are more supportive than men of integration for the mentally handicapped.

Those over fifty years of age are likely to be less inclined to want integrated schools for all disabled children; their attitude toward special schools for the mentally handicapped just about matches that of the young group, under 30 years of age.

There is an increased tendency to support integration of the disabled as education and income rise. Those Albertans who first spoke some language other than English or French are less inclined to support integration of disabled children.

It is interesting to note that those who currently have children at school are somewhat more inclined to favour integration for handicapped children. Similarly, those who claim a great deal of school contact are also more supportive of integration.

(Tables 229-240)

TABLE 24

TYPE OF SCHOOL PREFERRED FOR HANDICAPPED CHILDREN

		PHYSICAL HANDICAP			MENTAL HANDICAP		
	NO. OF RESP.	INTEGRATED SCHOOL	SPECIAL SCHOOL	CAN'T SAY	INTEGRATED SCHOOL	SPECIAL SCHOOL	CAN'T SAY
Province	(1054)	69%	24	8	35	54	11
Region:							
Northern*	(79)	70%	28	1	33	60	7
North of Edmonton*	(72)	66%	31	3	44	54	3
Edmonton	(401)	69%	26	5	37	55	8
Red Deer*	(72)	73%	18	10	31	54	15
Calgary	(320)	64%	23	12	28	56	16
Lethbridge	(110)	79%	13	9	43	46	11
sex:							
Male	(529)	69%	24	8	31	58	11
Female	(525)	69%	24	8	39	50	11
Age:							
18 to 29 years	(363)	71%	22	8	32	57	11
30 to 49 years	(425)	73%	22	5	40	51	10
50 years and over	(246)	62%	28	10	32	56	13
Education:							
Public	(197)	64%	28	8	29	63	8
High	(631)	68%	25	7	33	56	11
University	(223)	77%	15	8	45	42	13
Family Income:							
Under $20,000	(255)	62%	32	6	30	60	10
$20,000 - $29,999	(208)	75%	19	5	36	55	9
$30,000 - $39,999	(174)	69%	24	7	37	54	9
$40,000 and over	(238)	74%	18	8	41	51	8
Mother Tongue:							
English	(850)	71%	22	7	36	53	12
French*	(43)	73%	25	2	43	48	10
Other	(160)	57%	30	13	27	65	9
Presently Have Children in School System:							
Yes	(364)	70%	24	5	40	50	10
No	(690)	68%	23	9	32	57	11
Amount of School Contact:							
Great deal	(162)	74%	19	7	51	43	6
Moderate amount	(164)	73%	21	6	37	54	10
Not much	(220)	70%	23	7	36	51	13
None	(494)	66%	25	9	28	60	12

*Small case count

VIII CURRICULA

1. Overlapping Subjects:

Three-quarters of Albertans feel there should be more emphasis put on how subjects overlap and work together. Only 15% do not see this as a positive move, while 10% are unsure.

Those under thirty years of age (81%) are more convinced of this procedure than are those thirty years or older (71%); but there was little difference shown among other sub-groups.

(Tables 211-216)

2. Career Development Courses:

Almost all (94%) felt, given the concern for youth employment, that career development services should be provided in schools; and over three-quarters (76%) believe it would be necessary to have trained people handling these courses.

While Albertans over fifty years of age, those whose formal education ended in public school, and those in households with incomes under $20,000 are somewhat less convinced of the need for trained teachers, this appears to be due to a lack of familiarity with the subject as much as to a denial of the need.

(Tables 217-228)

3. Practical Experience as Partial Substitute for Formal Secondary School Training:

Over nine-in-ten Albertans (92%) approve allowing secondary school students to receive part of their schooling through practical experience in the workplace. Only 7% do not, while 2% can't say.

On this issue, there is little or no difference in attitude among the sub-groups examined separately.

(Tables 247-252)

4. Perception of Specific Subjects as Core, Optional, Unnecessary:

a. Language Arts

Over nine-in-ten Alberta adults believe that reading, spelling, writing-composition, and grammar should be compulsory subjects in junior high schools.

Only slightly fewer (about 8-in-10) feel each of them should be core subjects in senior high schools.

Because of this high overall consensus, there is little difference shown in sub-groups. Spelling as a core subject in senior high schools is stressed most often by older respondents, over fifty years of age; while writing and composition is most often named as a core subject for seniors as level of education increases.

About three-quarters of all adults believed listening (78%) and speaking (72%) should be core subjects in junior high school. Less than half (45%) named viewing, and only about one-quarter named literature and drama appreciation (26%) as core subjects in junior high. Overall perception of these as core subjects for senior high school students was slightly, but not greatly below the levels shown for junior high.

Those living in the Northern Region, and women were consistently higher in positioning listening, speaking, viewing and literature and drama appreciation as a core subject - both for junior and for senior high schools. Both viewing and literature and drama appreciation increase in importance with age; while appreciation of literature and drama also increases with educational level and with amount of school contact claimed.

(Tables 283-300)

TABLE 25

PERCEPTION OF LANGUAGE ARTS SUBJECTS

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Reading	94%	4	2	1
Spelling	94%	5	1	1
Writing, composition	92%	6	1	1
Grammar	92%	6	1	1
Listening	78%	16	5	1
Speaking	72%	25	2	1
Viewing	45%	44	10	2
Literature and drama appreciation	26%	63	10	1
For Senior High School:				
Reading	81%	13	4	2
Spelling	78%	15	5	2
Writing, composition	83%	14	2	1
Grammar	81%	15	2	2
Listening	63%	28	8	1
Speaking	67%	29	3	1
Viewing	41%	46	12	2
Literature and drama appreciation	26%	64	8	2

b. Mathematics:

About nine-in-ten Albertan adults believe that problem solving skills (91%) and computation skills (87%) should be core subjects in junior high schools (86% and 81% respectively).

Interest in the above as core subjects tends to increase with educational level achieved. Those Albertans living in the Red Deer region appear to be somewhat less interested in having problem solving or computational skills as core subjects for junior high schools.

Three-in-five view theoretical mathematics (60%) as a core subject for junior high schools, while just slightly more (62%) believe it should be a core subject for the seniors.

Those living in the Calgary region appear to favour theoretical mathematics teaching to a greater extent than in other regions; while those in sales and clerical occupations tend to be less in favour.

(Tables 301-306)

TABLE 26

PERCEPTION OF MATHEMATICS SUBJECTS

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Problem solving skills	91%	8	1	1
Computation skills	87%	11	1	1
Theoretical mathematics	60%	37	3	1
For Senior High School:				
Problem solving skills	86%	12	1	1
Computation skills	81%	16	2	1
Theoretical mathematics	62%	34	3	1

c. Social Studies and Social Sciences

Canadian history should be a core subject in junior high schools, according to 83% of Albertans. The proportion who feel this way about senior high schools is slightly lower (71%). More women than men feel Canadian history should be a core subject, for both levels of schooling; and this interest increases with age. As education and income rise, more feel Canadian history should be a core subject in junior high school, but there is little difference when senior high school is considered.

Three-quarters of Albertans feel that geography should be a core subject in junior high, compared with 60% in senior high schools. Interest in geography as a core subject increases with age, and is higher among women than men.

About two-thirds feel current events (67%), world history (64%), government (64%) and economics (58%) should be a core subject for junior high school students. These levels of interest are maintained when senior high school subjects are the issue.

Women are more interested than men in having current events, and government as core subjects, while interest in world history and current events increases with age. It is interesting to note that those who have entered Alberta from abroad are more concerned about world history. As education increases, there is less emphasis on economics being included as a core subject.

Of less interest is societal problems, with only 41% viewing this as a core subject for juniors and 45% for seniors. Again, women are slightly more inclined to view societal problems as a core subject than men.

(Tables 307-324)

TABLE 27

PERCEPTION OF SOCIAL STUDIES/SCIENCES SUBJECTS

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Canadian history	83%	15	2	1
Geography	75%	23	2	1
Current events	67%	29	3	1
World history	64%	33	2	1
Government	64%	32	3	1
Economics	58%	38	3	1
Societal problems	41%	50	7	1
For Senior High School:				
Canadian history	71%	25	3	1
Geography	60%	36	2	1
Current events	65%	31	2	1
World history	60%	36	3	1
Government	65%	31	2	2
Economics	59%	38	2	2
Societal problems	45%	49	5	2

d. Science

Of these science subjects, general science is most often felt to be a core subject for junior high school (66%), but interest declines for senior high school (53%). It tends to be more important to women than men.

For biology, chemistry and physics, opinion is almost equally split with almost the same proportion feeling they should be core subjects as optional - both for junior and for senior high. Physics is a bit of an exception, with more men than women naming it as a core subject. Both physics and chemistry are given more importance by those over thirty years of age than under.

Almost twice as many feel ecology should be an optional subject (60%) as a core subject (35%) for junior high school students and for senior high school students (63% and 33% respectively). Interest in ecology appears to increase with age, and is important among women.

Significantly fewer view agriculture as a core subject for junior high school students (28%) or for senior students (26%). While interest in agriculture increases with age, it decreases with education and income levels. It is interesting to note that those living in rural areas of the province are not significantly more inclined to include agriculture as a core subject than are those in the more populated areas.

(Tables 325-336)

TABLE 28

PERCEPTION OF SCIENCE SUBJECTS

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School				
General science	66%	31	2	1
Biology	50%	46	3	1
Chemistry	48%	48	4	1
Physics	47%	49	3	1
Ecology	35%	60	4	1
Agriculture	28%	65	6	1
For Senior High School				
General science	53%	42	4	2
Biology	51%	46	1	2
Chemistry	52%	45	1	2
Physics	49%	48	1	2
Ecology	33%	63	3	2
Agriculture	26%	69	3	2

e. Fine Arts (Music, Art, Drama, etc.)

Less than one-third (31%) believe that the history of art or basic skill training should be core subjects in junior high schools; while fewer (about one-quarter) viewed them as core subjects for senior high schools.

About one-in-six viewed art appreciation and performing skills as core subjects - for either junior or senior high schools.

The majority, for all four subjects, felt these art subjects should be optional. Relatively few - about one-in-ten or less - labelled them as unnecessary, however.

Importance of these subjects tended to be higher among older respondents, but decreased with both education and income.

(Tables 337-348)

TABLE 29

PERCEPTION OF FINE ARTS SUBJECTS

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
History	31%	61	7	1
Basic skills training	31%	61	7	1
Appreciation	17%	71	11	1
Performing skills (advanced and specialized skills)	16%	73	10	1
For Senior High School:				
History	25%	66	7	1
Basic skill training	23%	69	6	1
Appreciation	16%	75	8	1
Performing skills (advanced and specialized skills)	18%	72	8	2

f. Languages Other Than English

More Albertans believe that French should be a core subject in junior (34%) and in senior (32%) schools, than do so for either German (5% for both) or Ukranian (4% for junior and 3% for senior).

Most would put these other languages in the "optional" category; but just under 1-in-10 feel French is unnecessary - compared with about 1-in-5 for German and Ukranian.

There is relatively little difference in the viewpoints expressed by sub-groups of the population. French however, tends to be of more importance to those with university training.

(Tables 349-354)

TABLE 30

PERCEPTION OF LANGUAGES OTHER THAN ENGLISH

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
French	34%	57	8	1
German	5%	75	19	1
Ukranian	4%	72	22	1
For Senior High School:				
French	32%	60	7	2
German	5%	79	15	2
Ukranian	3%	75	20	2

g. Physical Education

Three-quarters of Albertans view personal fitness as a core subject for junior high school students. This compares with 65% who do so for senior high students.

Far fewer (about one-quarter) see recreational or leisure time skills as core subjects for either junior or senior high school students. About two-thirds think recreational or leisure time skills should be optional, while less than one-tenth view them as unnecessary.

There is little difference in viewpoints expressed among the sub-groups of the population.

TABLE 31

PERCEPTION OF PHYSICAL EDUCATION SUBJECTS

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Personal fitness	75%	22	2	1
Recreational; leisure time skills	28%	63	9	1
For Senior High School:				
Personal fitness	65%	32	2	1
Recreational; leisure time skills	27%	65	7	1

(Tables 355-360)

h. Health Education & Personal Development

Of this group of subjects, almost three-quarters (72%) felt preventative alcohol and drug education should be a core subject for junior high school students. Only slightly fewer (67%) would include it as a core subject for senior students. Majorities in all sub-groups included drug education as a core subject.

Just over half believe that sex education (58%), basic first aid (58%) and nutrition (57%) should be a core subject for juniors; while opinion was almost evenly split between core and optional for seniors.

Least popular as a junior core subject was family life education (49%); but opinion for senior students pretty well matched that shown for sex education, first aid and nutrition.

For all of these subjects, inclusion as a core subject tended to decline with education, and, to a lesser extent, with income. And women, on the whole, tended to be slightly more concerned with their inclusion as core subjects than men.

(Tables 361-372)

TABLE 32

PERCEPTION OF HEALTH EDUCATION & PERSONAL DEVELOPMENT SUBJECTS

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Preventative Alcohol & Drug Education	72%	24	3	1
Sex Education	58%	35	6	1
Basic First Aid	58%	37	4	1
Nutrition	57%	38	4	1
Family Life Education	49%	43	6	1
For Senior High School:				
Preventative Alcohol & Drug Education	67%	29	2	2
Sex Education	53%	39	7	2
Basic First Aid	51%	43	5	2
Nutrition	47%	46	6	2
Family Life Education	48%	45	6	2

i. Religious Studies

On a provincial basis, half of all respondents would make these religious studies optional. For junior high students, 50% for morals and ethics, 62% for study of religion, and 62% for denominational studies believe they should be optional. Only slightly more would include them as optional subjects in senior high school curricula.

While those who favour private and separate schools place slightly more emphasis on these religious studies, a majority in all sub-groups believe the study of religion, and denominational studies should be optional. For morals and ethics, the proportion who feel they should be optional hovers close to the fifty percent level in all sub-groups.

(Tables 373-378)

TABLE 33

PERCEPTION OF RELIGIOUS STUDIES

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Moral & Ethics Education	32%	50	18	1
Study of Religion	15%	62	22	1
Denominational Studies	11%	62	26	1
For Senior High School:				
Moral & Ethics Education	27%	54	17	2
Study of Religion	12%	65	22	1
Denominational Studies	10%	64	25	1

j. Industrial Education

A majority of Albertans feel that industrial skills needed on a day-to-day basis by most people should be included as a core subject in both junior and senior high schools.

Only in the Calgary and Red Deer regions, among those with university training, and in the highest income groups do less than a majority feel this way about industrial training.

On vocational training, however, more look on this as an optional subject for junior high (60%) and for senior high schools (56%). Except for those living in the Northern Region, those whose formal education ended with public school, more view this vocational training as optional than core for both junior and senior high. Those in the under $20,000. income level are slightly more inclined to view this as a core subject for senior high.

(Tables 379-384)

TABLE 34

PERCEPTION OF INDUSTRIAL EDUCATION SUBJECTS

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Personal Use Skills (needed in daily lives)	57%	39	4	1
Vocational Training (specialized job training)	34%	60	5	1
For Senior High School:				
Personal Use Skills	55%	41	2	1
Vocational Training	42%	56	1	1

k. Business Education

Slightly more believe that personal use business skills - those required in daily life - should be optional than core for both junior and senior high school students.

Concern about learning these personal use business skills tends to decrease with education, and with income.

About two-thirds of Albertan adults feel that vocational business training should be optional for both junior high (66%) and senior high (63%) school students. Although emphasis on vocational business training tends to be higher among the lower education and income groups, in all sub-groups studied, a majority would make this training optional.

TABLE 35

PERCEPTION OF BUSINESS EDUCATION SUBJECTS
(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Personal Use Skills	42%	53	4	1
Vocational Training	28%	66	5	1
For Senior High School:				
Personal Use Skills	46%	50	2	1
Vocational Training	33%	63	3	2

(Tables 385-390)

1. Home Economics

Just over half of all Albertan adults would make personal skill training in home economics an optional course for junior high school (53%) and for senior high school (55%). This compares with 43% and 41% respectively who would like to see personal home economic skills as core subjects.

Greater importance is given to personal home economic skills by women, and the emphasis drops with increased education and income. However, with the exception of low education and income groups, no other sub-group shows significantly greater support for this subject as a core rather than an optional one.

There is substantial agreement that vocational training in home economics should be optional for junior (71%) and for senior (70%) high school students. Only about one-quarter view this as a core subject. Again, its importance decreases with education and income, but tends to increase with age.

(Tables 391-396)

TABLE 36

PERCEPTION OF HOME ECONOMICS SUBJECTS

(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Personal Use Skills	43%	53	2	1
Vocational Training	23%	71	6	1
For Senior High School:				
Personal Use Skills	41%	55	2	1
Vocational Training	26%	70	3	1

m. Other Subjects (Computer Literacy, Career Planning & Work Experience)

On computer literacy, opinion is fairly evenly split between those who see this as a core subject (44% for junior and 47% for senior) and those who believe it should be optional (53% for junior and 49% for senior high school). There is not a great deal of difference in opinion on this subject for juniors, but as school contact increases, there is more emphasis on this as a core subject for seniors.

While just under half (48%) see career planning as a core subject for junior high school students, 62% do so for senior high school students. This, and work experience, are the only subjects that have shown significant differences between the two levels of schooling. While there appears to be greater interest in career planning among the lower education and the lower income groups, other sub-groups fairly closely match the provincial figures.

For junior high school students, almost the same number feel work experience should be included as a core subject (44%) or as an optional subject (46%). But for senior high school, significantly more would have it as a core (55%) than an optional (41%) subject. Again, aside from less emphasis being put on this subject by the university trained, and the high income groups, most other sub-groups tend to reflect the provincial norms on work experience.

(Tables 397-402)

TABLE 37

PERCEPTION OF OTHER SUBJECTS
(Based on 1,054 respondents)

	CORE	OPTIONAL	UN-NECESSARY	CAN'T SAY
For Junior High School:				
Computer Literacy	44%	53	2	1
Career Planning	48%	46	6	1
Work Experience	44%	46	9	1
For Senior High School:				
Computer Literacy	47%	49	2	2
Career Planning	62%	35	2	1
Work Experience	55%	41	2	1

IX BACKGROUND INFORMATION

1. Alberta Residency:

Alberta residents seem to be almost equally split between those who have to come to provinces from elsewhere (53%) and those who were born here (47%).

Half of those who have come to the province have been here more than ten years (25%) while another 16% came between five and ten years ago. Only 2% arrived less than a year ago.

In a ratio of 4-to-1, most newcomers arrived from another Canadian province.

The Calgary region has the highest proportion of immigrants to the province. Similarly, the ratio of local people to non-local people is lower in larger communities. Almost two-thirds of the rural population were born in Alberta.

Not surprisingly, current Alberta residents in their thirties or forties are more likely to have immigrated to the province than those who are younger or older.

More of those with university training than with only a public school education are newcomers to the province. It is interesting to note that the proportion of newcomers to natives does not vary appreciably between those claiming a great deal or no contact with their local schools.

TABLE 38

LENGTH OF ALBERTA RESIDENCY

	NO. RESP.	UNDER 1 YEAR	1-4 YEARS	5-10 YEARS	OVER 10 YEARS	ALL MY LIFE
Province	(1054)	2%	10	16	25	47
Region:						
Northern*	(79)	1%	12	11	21	55
North of Edmonton*	(72)	4%	9	14	10	63
Edmonton	(401)	3%	11	16	21	50
Red Deer*	(72)	-	6	14	24	56
Calgary	(320)	2%	12	18	35	53
Lethbridge	(110)	2%	5	11	26	58
Age:						
18 to 29 years	(363)	3%	16	19	15	48
30 to 49 years	(425)	2%	10	18	28	41
50 years and over	(246)	1%	2	8	37	53
Education:						
Public	(197)	2%	7	11	23	57
High	(631)	2%	10	16	26	45
University	(223)	3%	11	18	26	42
Community Size:						
Over 100,000	(561)	3%	12	18	29	39
10,000 - 100,000	(130)	1%	12	15	22	50
1,000 - 10,000	(130)	2%	8	19	19	52
Rural	(233)	2%	6	9	21	63
Amount of School Contact:						
Great Deal	(162)	2%	8	16	26	48
Moderate amount	(164)	1%	11	14	27	47
Not much	(220)	1%	8	19	23	49
None	(494)	3%	11	15	26	46

* small case count

2. Present Intentions to Leave Alberta:

Eighty-five percent of all adults have no intention of leaving the province. About one-in-seven (14%) say they may leave -- about one-third of these, within the next year.

A higher proportion of young people (21%) and of newcomers within the past five years (45%) are thinking of moving out.

APPENDIX

SAMPLE CHARACTERISTICS

DESIGN OF THE SAMPLE

SAMPLING TOLERANCES

QUESTIONNAIRE

SAMPLE CHARACTERISTICS

		NUMBER	PERCENT
ALBERTA TOTAL		1054	100
Region:	Edmonton	398	38
	Calgary	324	31
	Red Deer	74	7
	North of Edmonton	70	7
	Northern	79	7
	Lethbridge	109	10
Age:	18 to 29 years	392	37
	30 to 49 years	369	35
	50 years and over	274	26
	Did not state	19	2
Sex:	Male	539	51
	Female	515	49
Community Size:	100,000 & Over	565	54
	10,000 - 100,000	130	12
	1,000 - 10,000	129	12
	Rural	231	22
Education:	Public School or less	200	19
	High School	631	60
	University	219	21
	Did not state	4	*
Mother Tongue:	English	852	81
	French	42	4
	Other	159	15
Occupation of Head of Household:	Professional/Executive	369	35
	Sales/Clerical	112	11
	Labor	327	31
	Other	204	19
	Did not state	42	4
Income:	Under $20,000	263	25
	$20,000 - $29,999	211	20
	$30,000 - $39,999	170	16
	$40,000 & Over	233	22
	Did not state	177	17

Note: Percentages may not add to exactly 100 due to rounding.

*Less than 0.5 percentage points.

THE DESIGN OF THE SAMPLE

The Gallup Alberta Omnibus maintains a modified probability sample in all centres over 1,000 in population. A quota sample is used in rural farm and rural non-farm centres. An independent sample of individuals is selected for each survey.

The sampling procedure is designed to produce an approximation of the adult civilian population, 18 years and older, living in Alberta, except for those persons in institutions such as prisons or hospitals, or those residing in far Northern regions. Survey data can be applied to this population for the purpose of projecting percentages into numbers of people.

The sample design incorporates stratification by five community size groups, based on the 1981 Census data: cities between 100,000 and 500,000, population 30,000 to 100,000, 10,000 to 30,000, 1,000 to 10,000, and rural farm and rural non-farm areas.

The population is arrayed in geographic order by community size and within those classifications, by census enumeration areas. Enumeration areas, on the average, contain about 500 to 600 people.

A total of 105 enumeration areas are selected randomly from this array. Within urban centres, a random block sampling procedure is used to select starting points for interviewers. The interviewer is provided with a map of the enumeration area, showing the location of the starting point and is required to follow a specified route in the selection of households. The choice of respondents within urban households is automatically made through a listing of all adults, 18 years of age and over, and the application of a random pre-selection method.

The selection of rural farm and rural non-farm interviewing locations follows the sample design established for urban centres in terms of geographic dispersion and random selection of enumeration areas. Because of the low population density and wide dispersion of households, the random block sampling procedure was replaced by quota sampling based on sex and age.

The design of the Gallup Alberta Omnibus sample has been based on population statistics of the Census of Canada, 1981.

SAMPLING TOLERANCES

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population surveyed had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following table may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the affect of the sample design upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary 95% of the time, assuming the same sampling procedure, the interviewers, and the same questionnaire.

The table below shows how much allowance should be made for the sampling error of a percentage:

RECOMMENDED ALLOWANCE FOR SAMPLING ERROR OF A PERCENTAGE

In Percentage Points

(At 95 in 100 Confidence Level)*

	Sample Size				
	2000	1000	600	400	200
Percentage near 10	2	2	4	4	5
Percentage near 20	2	3	4	5	7
Percentage near 30	3	4	5	6	8
Percentage near 40	3	4	5	6	9
Percentage near 50	3	4	5	6	9
Percentage near 60	3	4	5	6	9
Percentage near 70	3	4	5	6	8
Percentage near 80	2	3	4	5	7
Percentage near 90	2	2	4	4	5

The table would be used in the following manner: Let us say a reported percentage is 33 for a group which include 1000 respondents. Then we go to row "percentages near 30" in the table and go across to the column headed "1000". The number at this point is 4, which means that the 33% obtained in the sample is subject to a sampling error of plus or minus 4 points. Another way of saying it is that very probably (95 chances out of 100) the true figure would be somewhere between 29 and 37, with the most likely figure the 33 obtained.

*The chances are 95 in 100 that the sampling error is not larger than the figures shown.

GALLUP WOULD LIKE YOUR OPINION

INTERVIEWER DON'T READ ALOUD. WORDS IN CAPITAL LETTERS / CIRCLE APPROPRIATE NUMBERS OR CHECK BOXES

SUGGESTED INTRODUCTION:

Good day. I'm from the Gallup Organization, and I'd like to talk to you about a few topics on national public opinion and on marketing.

SECTION I -- ASK EVERYONE [01]

1a. How long have you lived in Alberta?

LESS THAN ONE YEAR---1 -16
ONE-FOUR YEARS---------2
FIVE-TEN YEARS----------3
OVER TEN YEARS----------4
ALL MY LIFE-------------5

ASK ALL EXCEPT 'ALL MY LIFE':

b. Where did you reside prior to coming to Alberta?

ANOTHER PROVINCE OF CANADA---1 -17
OUTSIDE CANADA----------2

ASK EVERYONE:

c. At the present time, do you have any intention of moving out of Alberta - READ LIST

say within the next year?---1 -18
within two years?----------2
over two years from now?---------3
not at all/will not move----------4

SECTION II -- ASK EVERYONE

1a. Do you have, or have you in the past ten years had any children attending school - that is grades 1 through 12?

YES, NOW HAVE---1 -19
YES, HAVE HAD-----2
NO, HAVE NOT----------3 -21

IF "NO" ASK:

b. Will you have any children entering an Alberta school within the next 3 years? IF "YES": What grade will that be?

YES, EARLY CHILDHOOD SERVICES----1 -22
YES, GRADE 1 - 6----------2
YES, GRADE 7 - 9----------3
YES, GRADE 10-12----------4 -25
NO----------5
DON'T KNOW----------6 - 27

ASK EVERYONE:

2. If public funding were provided equally to all schools in Alberta, what type of schooling would you advise a parent to choose for their children -

a public school?----1 -28
a separate school?_-------2
or a private school?----------3
DON'T KNOW----------4

3a. How satisfied are you with the job being done by the public schools in Alberta for your child or for the children in your neighborhood would you say you are... READ LIST.

very satisfied---1 -29
satisfied---------2
dissatisfied---------3
very dissatisfied------4

DON'T KNOW----------5

b. How satisfied are you with the public or grade school education you, yourself, received either here or in some other region or country... READ LIST.

very satisfied---1 -30
satisfied---------2
dissatisfied---------3
very dissatisfied-------4

DID NOT RECEIVE----------5
DON'T KNOW----------6

c. In general how do you think the basic education offered in the public or grade schools today compares with that which you received as a child. Is today's education... HAND CARD 1

MUCH BETTER THAN MINE----------1 -31
SOMEWHAT BETTER THAN MINE-------2
ABOUT THE SAME----------3
WORSE THAN MINE----------4
MUCH WORSE THAN MINE----------5

CAN'T SAY/DON'T KNOW----------6

4. If the province increased the amount of money available to the public school system in Alberta, would this necessarily result in a better education for the children, or not?

YES, WOULD------1 -32
YES, MAYBE--------2
NO, WOULD NOT-------3

DON'T KNOW----------4

5. Presently, the cost, per pupil, in grades 1 to 12, is $3,000 to $4,000 per year. In your opinion, is this too high, too low or about right?

TOO HIGH-----1 -33
TOO LOW--------2
ABOUT RIGHT-------3

DON'T KNOW----------4

6. Just recently, compulsory examinations for grade 12 students were re-introduced into the school system.

a. In your opinion, will these compulsory grade 12 examinations result in a better assessment of student achievement, or not?

YES----1 - 34
NO-------2

DON'T KNOW----3

b. Overall, will they likely result in students making a greater effort to succeed, or not?

YES----1 - 35
NO--------2

DON'T KNOW-----3

---

7. Should the diplomas provided to students who take different kinds of programs in senior high school - for example: special technical and skilled trades; general diploma course or advanced diploma - be different or should they all be the same?

DIFFERENT----1 - 36
SAME---------2

DON'T KNOW----------3

8. Keeping in mind the current economic recession, our aging population, the decline in school enrollment, and the rising cost of education, which of the following alternatives do you think should be considered to maintain current education levels? HAND CARD 2 . MULTIPLE RESPONSES ACCEPTED.

INCREASE PROVINCIAL TAXES----------1 - 37
INCREASE LOCAL/MUNICIPAL TAXES----------2
HOLD THE LINE ON ANY TAX INCREASE-------3
REDUCE TEACHING/ADMINISTRATIVE STAFF----4 - 40
TAKE REVENUE FROM OTHER GOVERNMENT PROGRAMS-LIKE SOCIAL SERVICES OR AGRICULTURE-FOR EDUCATION----------5
OTHER (SPECIFY)_____ 6 - 42

---

9. What do you think of the current user fees in the school - do you approve or disapprove of the charge for:

- such things as textbook rental, laboratory fees and such?

APPROVE----1 - 43
DISAPPROVE----2

DON'T KNOW--------3

- for participation in social, athletic, or extra-curricular activities?

APPROVE-----1 - 44
DISAPPROVE-----2

DON'T KNOW---------3

- for materials used in vocational training, and such?

APPROVE-----1 - 45
DISAPPROVE-----2

DON'T KNOW----------3

10. If user fees were not charged, how would you prefer to see the related costs financed - through increased provincial taxes, through increased local or municipal taxes, through reduction of the services or some other way?

INCREASED PROVINCIAL TAXES---------1 - 46
INCREASED LOCAL/MUNICIPAL TAXES---2
REDUCTION OF THE SERVICES----------3
OTHER (SPECIFY)_____ 4 - 49

DON'T KNOW-------------------------5 - 50

---

11 How much, if any, contact do you, yourself, have with your local school? HAND CARD 3 .

A GREAT DEAL (MORE THAN 15 HRS. PER YEAR)-----1 - 51
A MODERATE AMOUNT (5-15 HRS. PER YEAR)--------2
NOT VERY MUCH (1-4 HRS. PER YEAR)------------3
NONE---4
DON'T KNOW-----------------------------------5

12. Here is a card with a number of statements on it. Would you look at it please, and tell me the order of importance for each one. Which would you say is most important? Second most important? And third? HAND CARD 4

	MOST IMP.	2ND MOST IMP.	3RD MOST IMP.
A STANDARD OF STUDENT ACHIEVEMENT (ACADEMICALLY)--	1 - 52	1 - 53	1 - 54
A STANDARD OF VALUES (RIGHT FROM WRONG)----------	2	2	2
A STANDARD OF MATURITY (EMOTIONAL, SOCIAL)---------	3	3	3
THE ABILITY TO BECOME A PRODUCTIVE MEMBER OF SOCIETY----------	4	4	4
DON'T KNOW----------	5	5	5

13a. Do you now have any chidren attending a private school?

YES----1 - 55 -- ASK Q.13b & 13c
NO------2 -- GO TO Q.14

ASK ALL WITH CHILDREN IN PRIVATE SCHOOL:

b. Is the private school in Alberta or outside of Alberta?

WITHIN ALBERTA----1 - 56
OUTSIDE OF ALBERTA----2

c. What are your reasons for sending your child or children to a private school? DO NOT READ LIST - MULTIPLE RESPONSE ACCEPTED.

QUALITY OF ACADEMIC INSTRUCTION (CURRICULUM)----------1 - 57
TYPE OF DISCIPLINE----------2
MORE ATTENTION PAID TO INDIVIDUAL STUDENT----------3
RELIGIOUS REASONS----------4 - 60
OTHER REASONS (SPECIFY)_____ 5

- 62

ASK EVERYONE:

14a. In your opinion, should parents have the right to choose the type of school - that is a private, a separate or a public school - that their children will attend?

YES, SHOULD HAVE RIGHT----1-63
NO, SHOULD NOT----------2

DON'T KNOW----------3

b. Currently some private schools operate independent of government licencing and standards.

Do you think that all private schools should operate under set government licence and standards or should they be allowed to operate independently?

SHOULD BE LICENCED BY GOVERNMENT----------1-64

SHOULD BE INDEPENDENT IF THEY CHOOSE----------2

DON'T KNOW----------3

c. At the present time, taxpayers can specify if they wish their educational tax directed to either the public school or the separate school system.

Do you think that parents who enroll their children in private schools should or should not have the right to direct their educational tax dollars to the private school of their choice? HAND CARD 5

YES, WHETHER OR NOT THE SCHOOL IS LICENSED----------1-65

YES, IF THE SCHOOL IS LICENSED---2

NO, SHOULD NOT----------3

DON'T KNOW----------4

15a. In your opinion, should private schools operating in Alberta, be eligible for funding from the provincial government or not?

YES, SHOULD----1-66
NO, SHOULD NOT----2

DON'T KNOW----------3

IF 'YES', ASK:

b. To what degree do you think private schools should receive funding from taxes - would you say 100%, 75%, 50%, 25% of funding provided to public schools, or what?

100%-----1-67
75%--------2
50%----------3
25%----------4

OTHER (SPECIFY)_____5

DON'T KNOW----------6

ASK EVERYONE:

16. The provincial government has prescribed standards to be followed by the public and the separate schools in Alberta. In your opinion, should the private schools here be required to meet these standards as far as...

- school building and facilities are concerned?

YES---1-68
NO------2

DON'T KNOW---3

- the curriculum or the subject matter taught is concerned?

YES-----1-69
NO---------2

DON'T KNOW------3

- teachers qualifications are concerned?

YES----1-70
NO--------2

DON'T KNOW-----3

---

17. In your opinion, should parents have the right to teach their child or children at home without government permission, if a public school is available to them?

YES, SHOULD---1-71
NO, SHOULD NOT---2

DON'T KNOW----------3

18. In your opinion, which group would you like to see have more of a say within the educational system - the provincial Department of Education, the locally-elected school officials or the local Parent Teachers Association/Home & School Association?

PROVINCIAL DEPT. OF EDUCATION-----1-72

LOCALLY-ELECTED SCHOOL OFFICIALS--2

LOCAL PARENT TEACHERS ASSOCIATION/ HOME & SCHOOL ASSOCIATION--------3

NO CHANGE/KEEP AS IS NOW----------4-75

DON'T KNOW----------5-76

19a. In the academic system, many subjects are taught independently, while in the real world of today there is need for a great amount of overlapping of subjects.

In your opinion, should the schools put more emphasis on how subjects overlap and work together or not?

YES, SHOULD--------1-7
NO, SHOULD NOT---------2

DON'T KNOW----------3

b. Given the current concern for employment among youth, should career development services be provided in schools?

YES--------1-8
NO----------2

DON'T KNOW---------3

c. Would it be necessary, in your opinion, to have a person trained in career counselling providing these development services or could it be handled by the regular teaching staff?

TRAINED COUNSELLORS------1-9
TEACHING STAFF----------2

DON'T KNOW----------3

20a Generally speaking, in your opinion should physically handicapped children be integrated into the elementary schools, that is from grades 1 to 6, or should they be in special schools?

YES, INTEGRATED SCHOOLS------1-10
YES, SPECIAL SCHOOLS----------2

NO----------3
DON'T KNOW----------4

b. And what about children with learning disabilities, should they be integrated into the elementary schools, that is from grades 1 to 6, or should they be in special schools?

YES, INTEGRATED SCHOOLS-------1-11
YES, SPECIAL SCHOOLS----------2

NO----------3
DON'T KNOW----------4

---

21. In today's society, how do you feel about a student remaining in school until they have completed grade 12 - do you look on this as a luxury, as a privilege, as an unqualified right or as a right accompanied by obligation of the student?

A LUXURY----------1-14
A PRIVILEGE----------2
AN UNQUALIFIED RIGHT-----3
A RIGHT WITH OBLIGATION------4
A NECESSITY----------5

DON'T KNOW----------6

---

22. Would you approve or disapprove if secondary school students were allowed to obtain a part of their schooling through practical experience in the workplace?

APPROVE-------1-15
DISAPPROVE-------2

DON'T KNOW----------3

---

23. Here is a card listing some stated purposes of education in Alberta that you may or may not feel are an important part of one's education. For each, I'd like you to give me your opinion? HAND CARD 6

	VERY IMPORTANT	IMPORTANT	UNIMPORTANT	VERY UNIMPORTANT	DON'T KNOW
A. TO DEVELOP AN APPRECIATION OF TRADITION AS IT OCCURS IN THEIR PERSONAL LIFE AND IN SOCIETY----------	1	2	3	4	5 -16
B. TO DEVELOP THE ABILITY TO UNDERSTAND AND RESPOND TO CHANGE AS IT OCCURS IN THEIR PERSONAL LIFE AND IN SOCIETY----------	1	2	3	4	5
C. TO ACQUIRE KNOWLEDGE AND DEVELOP SKILLS, ATTITUDES AND HABITS REQUIRED TO RESPOND TO THE OPPORTUNITIES AND EXPECTATIONS OF THE WORLD OF WORK----------	1	2	3	4	5
D. TO DEVELOP THE ABILITY TO GET ALONG WITH PEOPLE OF VARYING BACKGROUNDS, BELIEFS AND LIFESTYLES----------1		2	3	4	5 -17
E. TO DEVELOP A SENSE OF PURPOSE IN LIFE AND ETHICAL OR SPIRITUAL VALUES WHICH RESPECT THE WORTH OF THE INDIVIDUAL, JUSTICE, FAIR PLAY AND FUNDAMENTAL RIGHTS, RESPONSIBILITIES AND FREEDOMS----------1		2	3	4	5 -18

24. Here is a page listing all of the major subject areas taught in junior high school. Would you go through these yourself and circle those you feel should be...

- core subjects - compulsory for all students.
- optional subjects - taken only by those who wish
- unnecessary subjects - which should not be provided by publicly-supported education.

HAND QUESTIONNAIRE TO RESPONDENT

CHOOSE ONE RESPONSE ONLY	JUNIOR HIGH SCHOOL		
LANGUAGE ARTS:	CORE SUBJECTS	OPTIONAL SUBJECTS	UNNECESSARY SUBJECTS
Reading----------	1	2	3-21
Writing/composition-	1	2	3
Listening----------	1	2	3
Speaking----------	1	2	3-24
Viewing----------	1	2	3
Spelling----------	1	2	3
Grammar----------	1	2	3-27
Literature & drama appreciation-------	1	2	3
MATHEMATICS:			
Computation skills----	1	2	3
Problem solving skills	1	2	3-30
Theoretical mathematics	1	2	3
SOCIAL STUDIES & SOCIAL SCIENCES:			
Canadian history-------	1	2	3
World history----------	1	2	3-33
Geography----------	1	2	3
Current events---------	1	2	3
Government----------	1	2	3-36
Economics----------	1	2	3
Societal problems------	1	2	3
SCIENCE:			
Chemistry----------	1	2	3-39
Biology----------	1	2	3
Physics----------	1	2	3
Ecology----------	1	2	3-42
Agriculture----------	1	2	3
General science-------	1	2	3-44

	JUNIOR HIGH SCHOOL		
FINE ARTS (MUSIC, ART, DRAMA):	CORE SUBJECTS	OPTIONAL SUBJECTS	UNNECESSARY SUBJECTS
History----------	1	2	3 -45
Appreciation---------	1	2	3
Basic skill training-	1	2	3
Performing skills,e.g. advanced and specialized skills----------	1	2	3 -48
LANGUAGES OTHER THAN ENGLISH:			
French----------	1	2	3
German----------	1	2	3
Ukrainian----------	1	2	3 -51
OTHER(SPECIFY) _____	1	2	3
PHYSICAL EDUCATION:			
Personal fitness------	1	2	3
Recreational/leisure time skills----------	1	2	3-54
HEALTH EDUCATION & PERSONAL DEVELOPMENT			
Preventative alcohol and drug education----	1	2	3
Sex education---------	1	2	3
Family life education-	1	2	3 -57
Nutrition----------	1	2	3
Basic First Aid-------	1	2	3
RELIGIOUS STUDIES:			
Denominational studies	1	2	3 -60
Study of religion------	1	2	3
Moral & ethics education	1	2	3
INDUSTRIAL EDUCATION			
Personal use skills (skills needed by most people in their daily lives)----------	1	2	3 -63
Vocational training (specialized job training)----------	1	2	3
BUSINESS EDUCATION:			
Personal use skills--	1	2	3
Vocational training--	1	2	3 -66
HOME ECONOMICS:			
Personal use skills------	1	2	3
Vocational training-----	1	2	3
COMPUTER LITERACY/ SCIENCE----------	1	2	3 - 69
CAREER PLANNING---------	1	2	3
WORK EXPERIENCE---------	1	2	3
OTHER(SPECIFY) _____	1	2	3 -72

And here is another page listing all of the major areas taught in senior high schools. Again would you go through and circle those you feel should be...

- core subjects - compulsory for all students
- optional subjects - taken only by those who wish
- unnecessary subjects - which should not be provided by publicly-supported education.

HAND QUESTIONNAIRE TO RESPONDENT

CHOOSE ONE RESPONSE ONLY	SENIOR HIGH SCHOOL		
LANGUAGE ARTS:	CORE SUBJECTS	OPTIONAL SUBJECTS	UNNECESSARY SUBJECTS
Reading----------	1	2	3 -73
Writing/composition-	1	2	3
Listening----------	1	2	3
Speaking----------	1	2	3 -76
Viewing----------	1	2	3
Spelling----------	1	2	3
Grammar ----------	1	2	3 -79
Literature & drama appreciation-------	1	2	3-7 [63]
MATHEMATICS:			
Computation skills----	1	2	3
Problem solving skills	1	2	3
Theoretical mathematics	1	2	3-10
SOCIAL STUDIES & SOCIAL SCIENCES:			
Canadian history-------	1	2	3
World history----------	1	2	3
Geography----------	1	2	3-13
Current events---------	1	2	3
Government----------	1	2	3
Economics----------	1	2	3-16
Societal problems------	1	2	3
SCIENCE:			
Chemistry----------	1	2	3
Biology----------	1	2	3-19
Physics----------	1	2	3
Ecology----------	1	2	3
Agriculture----------	1	2	3 -22
General science-------	1	2	3 -23

	CORE SUBJECTS	OPTIONAL SUBJECTS	UNNECESSARY SUBJECTS
FINE ARTS (MUSIC, ART, DRAMA):			
History----------	1	2	3 -24
Appreciation------	1	2	3
Basic skill training-	1	2	3
Performing skills,e.g. advanced and specialized skills----------	1	2	3 -27
LANGUAGES OTHER THAN ENGLISH:			
French----------	1	2	3
German----------	1	2	3
Ukrainian----------	1	2	3 -30
OTHER(SPECIFY) _____	1	2	3
PHYSICAL EDUCATION:			
Personal fitness------	1	2	3
Recreational/leisure time skills----------	1	2	3 -33
HEALTH EDUCATION & PERSONAL DEVELOPMENT			
Preventative alcohol and drug education----	1	2	3
Sex education------	1	2	3
Family life education-	1	2	3 -36
Nutrition----------	1	2	3
Basic First Aid-------	1	2	3
RELIGIOUS STUDIES:			
Denominational studies	1	2	3 -39
Study of religion	1	2	3
Moral/ethics education	1	2	3
INDUSTRIAL EDUCATION			
Personal use skills (skills needed by most people in their daily lives)----------	1	2	3 -42
Vocational training (specialized job training)----------	1	2	3
BUSINESS EDUCATION:			
Personal use skills--	1	2	3
Vocational training--	1	2	3 -45
HOME ECONOMICS:			
Personal use skills------	1	2	3
Vocational training-----	1	2	3
COMPUTER LITERACY/SCIENCE SCIENCE----------	1	2	3 -48
CAREER PLANNING---------	1	2	3
WORK EXPERIENCE---------	1	2	3
OTHER(SPECIFY) _____	1	2	3 -51

BASIC DATA SECTION: INTERVIEWER: INTRODUCE THIS SECTION AS FOLLOWS: "Now may I ask you a few questions so that I can be sure I am getting the right sample of people in this community?"

MEN: Are you the male head of the household?
WOMEN: Are you the female head of the household?

YES-------1 NO--------2 -63

ASK EVERYONE:

Are you employed outside the home full-time, part-time or not at all?

FULL-TIME-------1 -64
PART-TIME----------2
NOT AT ALL----------3

ASK EVERYONE:

What is your marital status?

SINGLE----------1 -65
MARRIED----------2
WID/DIV/SEP----------3
LIVING AS MARRIED----------4

What was the language you first spoke in childhood and still understand?

ENGLISH----------1 -66
FRENCH----------2

OTHER (SPECIFY)_____3

Now for a question on religion. What is your religious preference - Protestant, Roman Catholic or Jewish?

PROTESTANT----------1 -67
JEWISH----------2
ROMAN CATHOLIC----------3

OTHER (SPECIFY)_____4
NO RELIGIOUS PREFERENCE----------5

Which of these was the last school that you attended?
HAND CARD "Q"

Did you graduate from...(LEVEL OF SCHOOLING ATTAINED)?
RECORD BELOW

	SOME	GRADUATED
PUBLIC/GRADE SCHOOL	1 -68	2
SECONDARY SCHOOL	3	4
UNIVERSITY	7	8
POST SECONDARY & NON-UNIVERSITY		
COMMUNITY COLLEGE	5	6
C.E.G.E.P.	5	6
OTHER (SPECIFY)	5	6
NO FORMAL SCHOOLING	9	
REFUSED	0	

What is your occupation?

SPECIFIC JOB:_____

TYPE OF COMPANY:_____ 69-

CHECK IF: ( ) STUDENT
( ) HOUSEWIFE

OCCUPATION OF HEAD OF FAMILY

SPECIFIC JOB?_____

TYPE OF COMPANY?_____ 70-

How many people, including yourself, are there in this household?

71- 1 2 3 4 5 6 OR MORE

How many would be under 10 years?

72- 0 1 2 3 4 OR MORE

How many would be between 10 & 17 years?

73- 0 1 2 3 4 OR MORE

Are you, yourself a member of a trade union, or is your husband/wife a trade union member?

YES, MYSELF----------1 74-
YES, SPOUSE----------2
NO----------3

What was the year of your birth? YEAR:_____ 75/76

RECORD IF: MAN----------1 WOMAN----------2 77-

HAND CARD "R": Which number on this card corresponds to your total annual family income from all sources before tax deductions?

UNDER $10,000---------1 -78
$10,000 - $14,999----2
$15,000 - $19,999----3
$20,000 - $29,999----4
$30,000 - $39,999----5
$40,000 & OVER--------6
REFUSED----------7

RECORD IF: FARM----------1 -79
RURAL, NON-FARM----------2
URBAN----------3

TIME INTERVIEW ENDED:_____

(PLEASE PRINT)

NAME OF RESPONDENT:_____ TELEPHONE:_____

ADDRESS:_____ CITY:_____ PROV:_____

DATE OF INTERVIEW:_____ POSTAL CODE:_____

I HEREBY ATTEST THAT THIS IS A TRUE AND HONEST INTERVIEW --- INTERVIEWER'S SIGNATURE:_____

*** A VALIDATION CHECK WILL BE MADE ON ALL INTERVIEWERS' WORK